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FEAR OF SUCCESS IN SPORT AMONG ADOLESCENT GIRLS

BY

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS.

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ABSTRACT

Fear of Success in Sport Among Adolescent Girls

Janice Letitia Syrotuik

This research project was designed to identify fear of success as it operates in success-sport related situations and to develop a measuring instrument which would identify individuals who fear athletic success. Fear of success in sport (FOSS) was defined in the project as a multi-component psychological inhibitor of athletic performance leading toward a successful outcome. The components of FOSS were identified as: 1) fear of loss of femininity, 2) fear of social rejection and stagnation, 3) fear of 'pedestal' effect, 4) feat of parental/peer disapproval, 5) fear of non-recognition, and 6) fear of physical change (loss of normality and conformity). It was suggested that individuals, in particular females, who exhibited a fear of athletic success, might engage in avoidance behaviour in order to alleviate the perceived negative consequences of success in sport.

This study was developed primarily from the work of Scott (1956) and Horner (1968). The measuring instrument constructed to identify those female adolescents who fear athletic success was a modification of the Thematic Apperceptive testing technique. In this study, verbal leads

describing sport situations were substituted for picture cues.

A total of 147 female adolescents age 12 to 15 years participated in the study, the results of which indicated the following: 1) that fear of success is a psychological inhibitor of performance in sport-success related situations described in fantasy based imagery, 2) that female adolescents fear athletic success equally for both sexes in the same stimulus situation, 3) that fear of athletic success when female adolescents are confronted with a male competitor in a sport- success related situation, and 4) that fear of athletic success is not significantly higher among those females who reported a strong sport background.

The findings of this study clearly indicate that more experimental and treatment oriented research on fear of success in sport is essential.

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FEAR OF SUCCESS IN SPORT AMONG ADOLESCENT GIRLS

Chapter I

Introduction

Nature of the Problem

Within the last few years, there has been an ever-increasing number of articles published on the subject of women in sport. From this growing source of information, it has been possible to isolate several references which suggest that women are uncomfortable in specific sport-success related situations. In competitive sport situations, where success is a possible outcome, women exhibit rather unusual behaviour which oftentimes leads them away from success. Several authors have proposed that women are underachievers as a result of this uneasiness over success and they have put the blame on cultural conditioning. According to Ulrich (1960), "women's participation in sport has been governed by the circumstances of custom, prejudice, and excuse" (Ulrich, 1960:508). Cultural conditioning has discouraged many women from participating in sport and moreover, from seeking success in sport. In some instances, women have abstained from competitive sport situations and in other cases, they have entered a competition with the hope of defeat. In other reported studies, women have gone

as far as to restrict their participation to socially acceptable sports or activities in which they feel comfortable and that reinforce their femininity. The fact that society does pressure women into specific activities is clearly evidenced in the following quote:

> We value in this country certain attributes in men: bravery, strength, capacity to compete in vigorous sports. But in women we value social graces and femininity more. These are not necessarily lost in vigorous sports, but some sports are more graceful than others (Higdon and Higdon, 1970:322).

Two authors in particular, Boslooper and Hayes (1973) have taken it upon themselves to inform us of the 'problem' as they see it. Although most of what they have written is unsupported, they mentioned a rather interesting example of fear of success in sport (FOSS). A few years ago, moviegoers were treated to a rather unusual film. In the movie "Billie", actress Patty Duke portrayed an accomplished female track star who chose to scarifice her athletic reputation in order to get a date with a boy who could not run as fast as she could. The problem which confronted her was not the fact that she liked track and field and enjoyed participating and competing in this sport, but that she was so successful at it. Her success in track conflicted with her social success. The unfortunate part about this representation was that her femininity was rewarded with defeat and her outstanding athletic ability was punished (Boslooper and Hayes, 1973:12).

Some women have been conditioned to view success in sport as unimportant. Fortunately such a generalization does not apply to all women. However, the percentage of the female population who are seriously involved in high level sport, although increasing, is so small that it does not affect the position and opinions of the average woman. On the other hand, if the athletic success of women is rewarded with negative social repercussions, it is possible that in the future, the anticipation of such consequences might lead to feelings of anxiety which in turn might lead to inhibition of performance. The result of the preceding might be described as fear of success in sport. If negative consequences follow success in sport, fear of success in sport and avoidance of success in sport are logical outcomes. Fear of athletic success may then be regarded as a psychological stressor which forces an individual to alter their performance to avoid success and hence avoid the negative consequences which accompany success.

In view of this unwillingness to pursue athletic success, Kane (1973) and Bardwick (1971) suggest that during adolescence, girls redirect their energies to more acceptable forms of behaviour. Harris (1971), on the other hand, describes the situation as it exists for those who elect not to redirect their energies and adopt more traditional feminine activities:

> Athletics, especially competitive sports, are still primarily the prerogative of

> the male in our society. In general, females who take the risk and participate in such sports are either secure in their role as a female so that participation does not strike them as a threat, or they do not care, and thus have 'nothing to lose' (Harris, 1971:2).

Why should sport be restricted to those who are "secure" or to those "who have 'nothing to lose'"? Was sport designed for this purpose? Why should women be discouraged from participating and competing in activities they enjoy and be encouraged to pursue ones which are more socially acceptable? Unfortunately, many women have elected to follow society's dictates and neglect the pursuit of athletic success--choosing inactivity and social safety over genuine interest. Where formerly women believed sport presented them with a physical and mental challenge, it now challenges tradition and more important, their femininity. Very early in life, young girls learn to develop interests other than sport--the so-called social graces. These are categorized as lifetime hobbies and activities. The result of this societal guidance has left many women with the feeling that they never realized their athletic potential. In an article written by Hart (1972) various sports activities were rated on a scale based on participation levels and popularity. The ranking clearly illustrated that women are attuned to the fact that some sports are more socially acceptable than others. As Harres (1968:278) points out, "society is more accepting of the female tennis player, golfer, swimmer and

skater than of the female jockey, basketball player and softball player." If women choose their physical activities based on the external cues of society, in all likelihood, a trend towards participation in the socially acceptable sports might develop.

Success in sport clearly appears to conflict with the societal definition of the traditional female role. In discussing the transition from childhood to early adolescence, Bardwick (1971) elaborates on this conflict:

> . . . the girl has had many years in which she has been permitted to participate in what will be perceived as masculine activities, and to the extent that success in these activities, especially individual competitive ones, form a core part of her self-esteem, it will be difficult for her to assume a clearly feminine sex-role identity and a preference for the feminine role (Bardwick, 1971:143).

As a direct consequence of this, young girls and women are often hesitant in developing and realizing their athletic potential and display feelings of guilt and embarrassment over success.

Zoble (1972) refers to an interesting case where a young girl regretably won a soap box derby ahead of an all male field. "At the finish sliding in ahead of all the others, was the little girl. When presented with her trophy, she sobbed, 'I didn't mean to win'" (Zoble, 1972:203). Zoble emphasizes the fact that society and parents want their females to be marriageable but not successful sports competitors. In view of this, women who enjoy participating and

competing in sport must realize that society requires them to make a sacrifice somewhere along the line. Women who are active in sport therefore face what Zoble labels the "double bind". Athletic women do not fit into our ideal role models. They are neither the ideal athlete nor the ideal woman. As a result of this, athletic success represents a major conflict for some women. At puberty, society offers the female a single role to assume with very few variations. Any deviations from the norm are often accompanied by unpleasant social consequences. The anxiety created by these negative social repercussions could possibly lead to changes in girls' attitudes towards competitive sport. If such a change occurs, it is possible that the new attitudes will or already do reflect a fear of success in sport, as it is primarily the success which leads to the experience of negative consequences. In order to alleviate this social stress, this conflict between the sport and social self, adolescent girls may drop out of sport.

According to Tyler (1973) girls drop out of sport during early adolescence possibly due to the fact that more emphasis is placed on social activity as opposed to physical activity. Although girls' participation in sport has been accepted more and more over the last few years, in studies by Sheriff and Harres (1966 and 1969) both sexes agreed that girls' participation in sport detracted from their femininity. In conjunction with this, Bardwick suggests that the female

adolescent athlete faces a role identity crisis:

> For example, the motorically active pre-adolescent girl will achieve status through competitive sports. Late in adolescence, especially when teenagers are cruel in their demands for stereotyped conformity of behaviours, she will undergo a deep crisis unless she can divert her activities and aggression into competitive academics (Bardwick, 1971:104).

Therefore, for the athletically active female adolescent a very serious conflict exists. It is a conflict which must be resolved and to which there are a very limited number of solutions. Unfortunately, according to Tyler (1973) dropping out of sport altogether seems to be the most popular solution:

> Many girls resolve the conflict by dropping out of sports participation, i.e., eliminating the sport self from the selfhood . . .
> Girls learn to achieve for affiliative reasons and they may learn not to achieve for the same reasons, i.e., they may fear success and drop sports (Tyler, 1973:30).

To date, researchers have suggested that fear of success exists in sport-success related situations and that fear of success in sport might be a possible cause of the current drop-out syndrome in sport for adolescent girls. For the most part, studies dealing with fear of success have been restricted to academic-success related situations. The task at hand therefore was to identify fear of success (FOS) as it might exist or as it appears in sport-success related situations.

Fear of Success in Sport (FOSS)

Fear of success in sport is not in itself a single factor but rather a combination of factors which contribute to produce a single observable result. Fear of success as defined by the author for the purpose of this study, represents a psychological inhibitor of performance. For example, if an adolescent girl anticipates that negative consequences will follow if she is victorious or successful in a specific sport-success related situation, it is possible that she will engage in avoidance behaviour and consciously alter her performance to avoid success and the negative consequences which accompany success in this particular situation. As was mentioned above, fear of success is by no means a single variable. The psychological inhibitor described in the example could be composed of any one or combination of the following components of fear of success as determined by the author:

1) Fear of loss of femininity,
2) Fear of social rejection and stagnation,
3) Fear of a 'pedestal' effect,
4) Fear of parental/peer disapproval,
5) Fear of non-recognition, and,
6) Fear of physical change, loss of normality and conformity.

1) Fear of Loss of Femininity

The fear of loss of femininity is not an uncommon fear among women in sport. This fear is clearly evidenced by the many ways in which women have introduced the 'frills' of their traditional feminine role into sport. For example, "the stereotype frequently associated with females who enjoy vigorous activity poses such a threat that participants bend over backwards to counteract it (Harris, 1971:1)." It is not difficult to isolate sports where this rebound effect is all too obvious. Harris continues:

> The blond, bouffant, sprayed hairdoes of the female track teams, the ruffles on the tennis outfits, the mod apparel worn by many women golfers; the ski togs that flatter the feminine figure, the fancy swim caps and suits, etc. All of these artifacts of femininity assist in reducing the threat of sports participation to the revered feminine image (Harris, 1971:1).

The fear of loss of femininity stems primarily from the societal feedback the individual receives in response to her participation in various sports. Regrettably, society's comment is not always favourable. Women are therefore forced to choose between sports which they enjoy and sports which society feels threaten their femininity. Where a sweaty male receives positive feedback and recognition for his show of masculinity, the sweaty female is labelled unfeminine. One can easily see how a conflict of this nature would possibly lead to avoidance behaviour in sport-success related situations due to its threatening nature.

2) Fear of Social Rejection and Stagnation

The second component and perhaps the one which most concerns females experiencing this conflict is that of social rejection and stagnation. For some girls, participation in various sports activities may not represent a threat to their social life, as they will have selected sport over social activity. For others, however, there will arise a conflict between time allotted for social activities and time allotted for sports activities. It goes without saying, that long hours of training are not always conducive to the dating practices of the female adolescents in our society. It is partially for this reason, that some girls who exhibit athletic talent, elect not to pursue a temporary career in sport. Those females who choose to sacrifice a majority of their teenage years for sport are perhaps depriving themselves of an important part of their socialization. As Harris points out:

> A college psychology teacher who is also a physical education instructor recently suggested that many good female athletes are almost pre-adolescent because of their narrow interests . . . (Harris, 1971:3).

Examples of this immaturity can be found in many different sports, where young girls have entered their training programmes at a very early age and continued to remain in the sheltered environment of their sports throughout puberty, or for several years. Most girls never encounter this problem, opting for a substantial social life as

opposed to the isolation that is so much a part of many of our major sports. On the other hand, the girl who selects sport, must realize that she will be very restricted in her choice and timing of social meetings. Dating and other social and physical activities must be accomodated around the training and playing schedules, or totally eliminated. How many young girls are mature enough in early adolescence to make this type of decision? How many more young girls are prepared at this early stage in their development for the isolation that sport demands? According to Tyler (1973) and Cratty (1968) not many adolescent girls would be willing to eliminate themselves from the social processes.

> As a girl approaches adolescence her status becomes increasingly linked to her femininity. Her friends are not based on similarities in physical activity, but are based on similarities of social activities (Tyler, 1973:29).

The fear of social rejection and stagnation may result from participation of success in sport. Where participation and training may monopolize a large amount of time, success in a sport brings a new status to the individual. For example, the fact that a young girl is very successful in a sport may on occasion socially isolate her. There are some girls who will avoid situations where success is imminent purely for this reason.

Where social activities and sport conflict a decision must be made, selecting one or the other or establishing a

convenient and satisfactory balance between the two. The fear of social rejection and stagnation and loss of femininity appear to be the two factors which most strongly affect the female adolescent's decision regarding sport. An underlying fear of social rejection and loss of femininity appears to be a fear of loss of potential as a marriage partner or date. Although data indicates that athletes and non-athletes appear to marry at approximately the same age, some women have expressed this fear (Rarick, 1971:50).

3) Fear of a 'Pedestal' Effect

This fear is oftentimes referred to as the fear of winning and appears most frequently among accomplished athletes and potentially good athletes. Cratty (1971) describes this fear as it appears to the athlete:

> The implication here is that there are many things to be lost by winning--no one likes the winner you see. You are suddenly in competition with the whole world and a great stress is placed upon you--once you win you must win again. (Cratty, 1971 as cited in Taylor (Ed.) 1971:388).

Although this fear affects very few athletes, it is perhaps the most straightforward example of fear of success in sport in the true sense of the words. Tutko and Richards (1971) and Ogilvie and Tutko (1966) have identified this fear as 'success phobia'. The success-phobic athlete:

> . . . is the athlete whose biggest problem is . . . the fear of succeeding . . . In the past, this person has found that

> success has only brought a form of rejection or a loss of success to others. If he did well, others became jealous. As a result, winning does not lead to joy but rather to pain (Tutko and Richards, 1971:53).

Ogilvie and Tutko make an interesting point in their chapter on success-phobic athletes in stating that there is an almost universal assumption made regarding athletes--that they all "desire success" (Ogilvie and Tutko, 1966:217). Obviously we are overlooking individual differences in making this assumption. If success leads to the loss of one's friends and fear of rejection; if the performance cannot be repeated or bettered, it is no wonder that athletes, male and female alike fear success. The pedestal effect therefore appears to manifest itself as a loss of anonymity or conformity. One must suddenly live up to the expectations of others.

4) Fear of Parental/Peer Disapproval

Other female adolescents have experienced a totally different fear, that of parental/peer disapproval. In contrast to males, females have traditionally been encouraged to develop only social skills--skills that will be useful later in life when fulfilling a role as a wife and/or mother. Aggressive tendencies and competitive attributes which may make a young girl a good competitor are selectively eliminated from her behaviour repertoire. Any attempts to pursue activities other than those which accentuate the social desirability of the female in the traditional feminine role

may be met with strong disapproval. In situations where parents/peers look unfavourably at their daughter's/protege's choice of physical activity or recreation there will possibly arise feelings of resentment and anxiety. The possibility of disapproval being verbalized is quite high as was the case in a 1958 study by Chalmers and Ross, "nearly every girl consulted her parents before beginning an out-of-school activity" (Chalmers and Ross, 1958:90).

If the individual is able to stave off these attempts to discourage her from participating in 'taboo' sports, it is probably that the problem might confront her again (or for the first time), if she were to be successful in the very sport of which her parents/peers disapproved.

The adolescent female in this situation is also caught in Zoble's "double bind", as she attempts to adopt a passive socially acceptable role and at the same time fulfill her athletic needs and desires as an individual.

5) Fear of Non-Recognition

Although this fear is not as prevalent as one might think, other athletes have reported situations in which they were robbed of their success. The resulting problem being that these individuals develop a dislike of the consequences that accompany success and may eventually develop a fear of such (Ogilvie and Tutko, 1966:224). How many times have coaches and parents taken the credit for the success of

a particular individual or team? In retaliation, some individuals, not necessarily females only, may choose to lose rather than see another person reap the rewards.

Although all of these fears do not pose a great threat to every individual who participates in sport, for a select group they are very powerful and usually lead to the inhibition of performance.

6) Fear of Physical Change

One of the most talked about fears which haunts women in sport is that of fear of physical change that is associated with the strive for success in sport. How many times have women expressed a fear of developing big or 'bunchy' muscles? "No boy likes a girl with biceps" (Harris, 1971:2. An outstanding U.S. pole vaulter, John Pennel, posed this question, "if a woman is really grunting and groaning and sweating, how can she be feminine?" (Harris, 1971:3). Although physiologically it is impossible for women to develop as much muscle bulk as males, they do express a deep concern and fear of becoming muscle-bound. Again women in sport are confronted with the conflict between the ideal woman and the ideal athlete.

Many girls also express a deep fear of personal injury in sport, resulting in permanent scars and/or other noticeable changes (Higdon et al., 1967:21). This might possibly explain why so many women gravitate towards

the more aesthetic socially acceptable sports where physical structure may remain unaltered or athletic garb is flattering to the feminine image. However, no matter what the level of sport the individual is involved at, protruding muscles present a social problem.

Physical appearance is something very precious to adolescent females as they enter the social world. Any change in that appearance which might reduce their conformity represents a threat. This fear of physical change might be the deciding factor in whether or not to pursue an activity at a more intense level. In some cases, success might be directly associated with physical change as is the case with champion shot-putters, with fear of success in that sport being the end result.

Purpose of the Study

As was previously mentioned, researchers have merely speculated on the existence of fear of success in sport-success related situations, as its measurement has been restricted to academic-success situations to date. It is therefore the purpose of this study to develop a testing instrument which will test for fear of success in sport as it is defined in this study, and apply this instrument to determine if adolescent girls fear success in sport-success related situations.

Review of Fear of Success (FOS) Literature

Although a large number of articles and books were read in preparation for this study, only those which relate directly to the study have been included in this review.

Fear of success, FOS, has long been a topic of interest to psychological researchers. Unfortunately, it is an area which has only recently become the target of several in depth studies.

Freud (1949) initially described fear of success when he referred to people who were "wrecked by success." He described such people as those who were unable to accept the actualization of some long term goal or wish and became ill as a result of the fulfillment.

Freud's suggestion that some people suffered unpleasant consequences as a result of success has indirectly lead to more detailed inquiries about this relatively little known phenomena. During the course of his research, Freud observed FOS and categorized it into three groups. The first category referred to people who, "fall ill at the very pinnacle of their success." The second group was made up of people who were underachievers--those who never reached their true potential. The third form in which FOS manifests itself involves those who suffer through anxiety.

Schuster (1955) expanded upon the suggestions of Freud and other researchers and up-dated the very general

outline of what constituted fear of success. Schuster suggested that people are naturally suspicious of success and that success is often accompanied by a fear of being resented by others. He proposed that "non-success' represents a position of passivity and safety. Fear of success, according to Schuster may also be described as fear of asserting one's self because of possible consequences.

In conclusion, Schuster states, " . . . if success in the mental life of a person implies retaliation, punishment, then one must either abandon his aspirations, undo his success or must not dare enjoy what he has achieved--living in dread of the day of reckoning" (Schuster, 1955:420). Schuster cites this fear as an outgrowth of the Oedipal and castration complexes, however, it does not appear to have manifested itself as such in any of the studies which followed his article.

Scott (1956) investigated the problem faced by subjects who were confronted with a situation in a Thematic Apperception Test (TAT) which simultaneously represented a goal as well as a threat. Scott was primarily interested in avoidance behaviour which has been shown to exist as a solution to fear of success. The subjects in the study were requested to respond to ambiguous cues under two different conditions. The first condition involved relatively neutral cues and the second condition forced the subjects to focus on a specific event which may represent a threat to them.

Three studies in all were completed, one on war catastrophe and the other two on competitive situations. Scott concluded that avoidance was the result of fear of a specific event or outcome.

This particular testing technique would possibly prove to be very interesting if it was applied to sport-success related situations.

Horner's (1968) study is the single most important work in this area and it is her research which has given impetus to this study.

Horner proposed that fear of success was a psychological stressor severe enough to retard achievement oriented aspirations and hinder performance of a task. In her study, 90 women and 88 men were evaluated on the basis of the following: 1) risk-preference, 2) interpersonal competition, and 3) non-competitive achievement-oriented situation. The subjects were required to compete against their own sex as well as against the opposite sex. As Horner predicted, the men performed better during the interpersonal rather than the non-competitive situations.

Horner showed that achievement motivation was directly related to performance during non-competitive situations and not during the interpersonal competitive situations. When the male subjects were required to compete aginst each other, Horner noted strong achievement and affiliative motives compounded with a decrement in performance. Horner's

results concerning risk-preference for the male subjects were inconclusive.

In dealing with the female subjects, Horner designed and employed her own method of evaluation which assessed the "motive to avoid success". When this test instrument was employed, 65 percent of the female subjects exhibited a fear of success as Horner had defined it and only 8 percent of the male subjects expressed FOS. She further added that women who expressed a high level of fear of success also performed at a higher level during the non-competitive situation than in the competitive situation. (A modification of her projective testing technique has been used in this study.)

Horner's initial study is a landmark in terms of what it has revealed about the variable levels of the achievement motive in women. Secondly, she positively identified a motive, the motive to avoid success, which had gone relatively undetected in previous studies of achievement motivation.

In 1970, Horner began looking at achievement-oriented behaviour in terms of the value placed on success in specific situations, especially for women. One cannot always assume that achievement-oriented activities are selected purely with the "intent of performing well" (Horner, 1970:47). In determining achievement motivation it is necessary to carefully consider the "individual's expectancy of subjective probability of success in the activity . . . which is . . .

a function of both the objective difficulty of the task and of the individual's perception of his competence in that kind of task" (Horner, 1970:47).

However, Horner quickly pointed out that performance is "confounded when other motives or incentives for doing well, such as money, affiliation, or approval, are also present in the situation" (Horner, 1970:47). Similarly, a difference in performance might be expected when it is confounded by negative rewards.

Horner also questioned the fact that there is a linear relationship between the strength of achievement motivation and the eventual level of performance.

As has been illustrated by several known authors in the field of achievement motivation, women as a group continue to exhibit inconsistencies in this area. As the reader may recall, Horner proposed and identified the motive to avoid success in 1968, and offered it as a possible answer to this problem. She refers to Mead's comment about "intense intellectual striving" as being labelled as "competitive and aggressive behaviour." Horner also adds that according to Freud, "the essence of femininity, particularly in American culture, has been attributed to repressing aggressiveness." As a result, states Horner, a loss of femininity has been associated with success in competitive achievement situations and has oftentimes led to social rejection for women. "For most women, therefore, the

anticipation of success in competitive achievement activity, especially against male competitors, is associated with the anticipation of negative consequences because of success" (Horner, 1970:49). Although Horner made this statement within an academic frame of reference, for the purpose of this study, it will be assumed that this situation could very easily exist in a sport-success related situation. In her presentation, Horner referred to the data which she collected in 1968 and had re-analyzed for the purpose of her 1970 presentation. Horner concluded by saying:

> For women, the anticipation of success against a male competitor poses a threat to her femininity and self-esteem and serves as a potential basis for her becoming socially rejected; that is, it is anxiety provoking and as such inhibits otherwise positive achievement-oriented motivation and behaviour (Horner, 1970:57).

Moore (1971) investigated the possibility of varying degrees of this motive in different academic groups. Her sample of 64 female subjects were tested with an instrument specifically designed to measure "motive to avoid success" and the Lowell Scrambled Words Test. Moore found that the women in her study exhibited a motive to avoid success. Her explanation of such is as follows: "This is to say that the presence or absence of the motive to avoid success appears to be a function of the degree to which a woman identifies with the traditional larger socio-cultural norms for the behaviour and attitudes of the female sex group" (Moore, 1971:i).

Moore points directly to feelings of role conflict as a reason for the presence of the motive in her study.

Again it appears that societal norms have precluded the inner conflict felt by the women in the studies to date.

Horner, having established herself as a prominent researcher in this field, summarizes her work to date in a 1972 article. In this article, Horner opens with a brief summary of her theory to the present. She further illustrates the difference between the motive to avoid success and the motive to fail. According to Horner, for women who fear success, "the active pursuit of success is hindered and the actual level of performance attained by many otherwise achievement-motivated and able young women does not reflect their true abilities" (Hornder, 1972a:63). Thus, and Horner agrees, women appear to be underachievers, never reaching their true potential.

Horner clearly outlines exactly what represents fear of success imagery as it appears in statements made by subjects in response to specific cues. Horner reviews her early findings and discusses the results of a joint study, which was published in 1972, stating that fear of success imagery was more characteristic of "Black men than of the Black women tested" (Horner, 1972a:63). She found that of her sample of the White population, 64 percent of the women exhibited FOS imagery and only 10 percent of the men. From her sample of the Black population, 67 percent of the male

population exhibited FOS imagery and only 29 percent of the women.

Horner concluded as did Moore, that the increasing incidence of the motive to avoid success reflects a conflict between society's definition of the female role and the individual's perception of such.

Pappo (1972) examined FOS from its earliest source, during the development of the child, citing Sullivan's theory to support her suggestion that in order to avoid feelings of anxiety, pressure from peers, and social rejection, females engage in activities which are positively valued by peers and friends. Pappo proposed that females must learn to redirect energy that might normally lead to excellence in an achievement-oriented activity. Consequently, women look towards participation, as opposed to success, as the reward. Pappo agrees that the assignment of roles in society also defines behavioural limits for individuals.

The purpose of Pappo's study was two-fold. First she examined fear of success from a theoretical standpoint, and then proceeded to construct and validate an instrument that tested for FOS, in an educational setting.

Pappo proposed that individuals high in FOS, would have low self-esteem, a pre-occupation with the evaluative techniques used in testing situations, a competitive orientation and a tendency to disavow competence (Pappo, 1972: 14-16). The instrument designed was an 83-item inventory in

which the subjects were required to respond to situations with a yes or no answer. A reliability coefficient of .90 was reported.

Contrary to Horner, Pappo found no significant differences between the way in which the men and women in her study responded. An interesting project might possibly involve the expansion of Pappo's inventory type of testing technique for sport-success related situations.

Greenglass (1973) cites the present-day concept of femininity as one of the underlying roots of fear of success. She is not so much concerned with non-achievement in sport, but that women are depriving themselves of fulfillment in most non-domestic activities:

> What is equally disturbing is that many women strive to be feminine in the traditional sense without realizing that they have, in the process, sacrificed greater possibilities for fulfillment as human beings (Greenglass, 1973;111).

Greenglass very tactfully asks what characteristics are perceived as essential for a woman to succeed in a male dominated world.

Morgan and Mausner (1973) agreed that in order to fairly evaluate responses to success, success must be described in a context meaningful to women. The purpose of their study was to "explore the possibility that behavioural evidence of avoidance of success might be found even if the motive was not expressed in fantasy" (Morgan and Mausner,

1973:458). The study was set up to show to what degree girls would retard their performance when competing against boys on specific tasks, even when they were clearly superior to the boys at the task. The researchers postulated that if avoidance of success is a strong motive for young women, female subjects with high scores on a portion of the test should lower their performances markedly when they were asked to complete the test along with a male partner whose original level of performance was low. A Hidden Figures Test was used. The results showed that high scoring girls paired with low scoring male partners either lowered their score consciously or exhibited considerable discomfort about their superiority. However, results of the projective test were much more remarkable. "A higher proportion of boys than girls told stories in which success lead to unhappy consequences" (Morgan and Mausner, 1973:470). The researchers attributed their results to the constant changing beliefs about sex roles.

Second only to Horner's work, Morgan and Mausner's results are fascinating when applied to a sport-success related situation. How often does this very situation repeat itself in sport situations involving members of the opposite sex in competition against each other?

One of the few authors to contest the existence of fear of success is Tresemer (1973). In his article, he states that fear of success as discussed in the results of

a few studies is insufficient evidence to prove that fear of success does in fact truly exist. He complains that Horner's results were oversimplified, misunderstood, and used incorrectly, and supports his proposal by quoting the findings of several studies which were not published. Having not investigated the area with a study of his own, it is difficult to accept his strong diagreement with the findings of others in the light of the very persuasive evidence produced in the foregoing studies. Although he credits Horner with taking a "powerful first step in an important area of human motivation," he severely criticizes her scoring method and other aspects of her study (Tresemer, 1973:62).

In summary, it appears as though fear of success is very much an intervening variable in success-related situations. The research clearly indicates that there is a factor affecting the performance of women in several facets of life, whether it be academic, domestic, or athletic, and that this factor may very well be fear of success.

Review of Literature Related to Fear of Success In Sport (FOSS)

Ogilvie (1968) observed a similar fear of success in sport-success related situations as had been previously identified in academic-success related situations. He noted that fear of success, although he did not label it as such, produced emotional reactions in some athletes which interfered with the level of performance of which those athletes

were capable. Ogilvie lists the following factors as causes of fear of success in male athletes:

A. a growing sense of social and emotional isolation

B. guilt feelings about self-assertion or overt aggression

C. the habitual use of rationalization to protect the athlete from having to face the reality of his true physical potential

D. unconscious feelings of resentment as a reaction to exaggerated external demands for excellence (usually by a parent)

E. an unconscious fear of old traditions or old idols; an unconscious fear with regard to supporting the emotional weight of success or being the record-holder (Ogilvie, 1968:35,36).

Ogilvie also states that these syndromes may operate independently of each other or they may combine to produce a single reaction. Unfortunately, Ogilvie did not include women in his study, the result of which may have forced him to expand his list of syndromes. It would seem feasible to assume that similar syndromes as those listed above also exist among our top female athletes.

Zoble (1972) was one of the first to relate fear of success to sport situations and most certainly one of the first to speculate on the implications of fear of success for women in sport. In her work, she refers to the female "non-achievement syndrome in sports" (Zoble, 1972:203). Zoble appears to be primarily concerned with the personality of women and about how the feminine role might influence

participation and achievement in sport. She feels that women have experienced difficulty entering the 'male sport domain' because of culturally imposed barriers. Zoble feels that "non-achievement in sport becomes a part of the whole spectrum of stereotyped female incompetence" (Zoble, 1972:204). She briefly discusses current theories of sex and individual differences in the light of choices of play activities. She cites one of the compounding problems of the non-achievement syndrome as the lack of role models. This is perhaps the fault of the media who over the years have not devoted much of the written word to the female athletes. When elaborating on fear of success, Zoble relies heavily on the work of Horner drawing parallels wherever possible. She concludes on a very positive note by trying to encourage women to accept success in sport as a natural way of life. Zoble's article is an extensive overview of the existing problems confronting women who fear success in sport, however it was not based on the results of a study and therefore does not prove that this fear exists in the sports world of women.

In 1974, Boslooper and Hayes wrote "Why Women Lose." This article is a brief indication of the information contained in their earlier book. Although their publications make for interesting reading, much of what they state is, as was mentioned, unsupported. They did not isolate sport as an area of immediate concern, however, they do point to

sport-success related situations as fertile ground for investigation. Again these authors merely propose the existence of fear of success and do no support their claims with data from a study.

In summary, the bulk of research on fear of success has obviously been completed in academic-sucess related situations. Nevertheless, it would be naive to think that this phenomenon was not operating in sport. Even though several authors have introduced the possibility that FOS exists in sport-success related situations, there have been no research studies in this area to date. It was primarily for this reason that the present study was conducted.

Measuring Instruments

In reviewing the relevant literature several different methods of assessing fear of success have been used. For example, Scott used the TAT, Horner developed an off-shoot of the TAT, and Pappo designed an 83 item yes-no questionnaire. Before discussing the various techniques and their relative effectiveness in assessing FOS, it is necessary to discuss the projective technique in more general terms.

According to Lindzey, the term projection has a much earlier beginning than one might expect, appearing in 1896, in Freud's early writings (Lindzey, 1961:26). The actual testing technique was developed several years later in both clinical and academic settings.

The projective technique requires an individual to respond to a stimulus situation and in so doing, reveal his inner most feelings regarding the stimulus. Although not in total agreement, Lindzey, lists the following as characteristics of projective tests based on definitions by other researchers:

1) ambiguity or lack of structure in stimulus material,
2) encouragement of a holistic treatment of personality,
3) lack of awareness on the part of the subject as to the purpose of the test,
4) wide individual latitude in responding to the test,
5) measurement of an unlimited number of variables and their interrelationships,
6) reasonable brevity, and
7) removal from everyday behaviour and habitual response (Lindzey, 1961:41).

The primary reason for using a projective test is that it is sensitive to "unconscious or latent aspects of personality," and there is no restriction on the number of variations of response (Lindzey, 1961:42).

Therefore, for the purpose of this study, Lindzey's definition of the projective technique will suffice.

> A projective technique is an instrument that is considered especially sensitive

> to covert or unconscious aspects of behaviour, it permits or encourages a wide variety of subject responses, is highly multidimensional, and it evokes unusually rich or profuse response data with a minimum of subject awareness concerning the purpose of the test. Further, it is very often true that the stimulus material presented by a projective test is ambiguous, interpreters of the test depend upon holistic analysis, the test evokes fantasy responses, and there are no correct or incorrect responses to the test (Lindzey, 1961:45).

There are several projective techniques available to researchers. For example, the 1) association technique, 2) the construction technique, 3) the completion technique, 4) the choice or order technique, and 5) the expressive technique.

Scott (1956) designed his TAT to force his subjects to write stories under two different conditions. Under the first condition, there was no suggestion made by the picture as to what the content of the stories should be. However, under the second condition, the subjects were required to focus on a specific event which may represent a threat or goal or both simultaneously.

Horner (1968) also used the TAT, however she substituted verbal leads or cues for pictures. Horner's subjects were required to respond to six cues related to academics. Whereas Scott (1956) examined the avoidance of success in imaginative behaviour, Horner evaluated her stories on the basis of a present-absent system of fear of success imagery. The reader is referred to these studies for a more detailed

description and explanation.

Pappo, on the other hand, had her subjects respond to an 83 item inventory in which the subjects were required to indicate their feelings regarding the stimulus with a yes or no answer. Her test dealt with both academic and sport situations and was certainly the most objective of the three.

The test selected for this study was of the construction type and very closely paralleled Horner's test. Unlike the traditional TAT, where subjects respond to a picture cue, the subjects in this study responded to verbal cues. This particular testing method was selected primarily because of the possible value in the content of the stories as opposed to the inventory type of test. There are several recommended scoring systems for this type of test, however, the author elected to develop a more detailed system due to the nature of the content and the variable being analyzed. The reader is referred to Chapter II for a more detailed outline of the scoring method used in this study.

Hypotheses

On the basis of the information supplied by the literature related to this topic, the following hypotheses were set up and tested:

H_1 Fear of success does exist among female adolescents in sport-success related situations.

H_2 Fear of success will be higher as perceived by females for females as opposed to males in the same sport-success stimulus situation.

H_3 Fear of success will be higher for females as perceived by females when the cue indicates a competition against a member of the opposite sex.

H_4 Fear of success will be lower in all male oriented cues.

H_5 Fear of success will be lower among those individuals who have a strong sport background.

H_6 Fear of success will be highest among the oldest girls.

Chapter II

Methodology and Procedure

Subjects

A total of 147 female subjects participated in this study, all of whom were enrolled in a public school in Edmonton, Alberta.

Their participation in the study was totally voluntary and they were unaware of the purpose of the study during the actual testing session. All subjects were between the ages of 12 to 15 years and ranged from grades 6 to 9.

The six schools selected for participation in this study were selected at random, and the selection of volunteers was at the discretion of the Principal and co-operating teacher for each school. (See Appendix A)

Method of Collecting the Data

All of the subjects were tested over a period of five days. The testing took place in their respective schools, in rooms which were familiar to them. The booklets containing the FOSS Test and a Personal Information Questionnaire were placed face down on the desks before the subjects entered the room and as they entered, they were requested not to

examine the contents of the booklets until they were told to do so.

Following a brief introduction by the co-operating teacher or principal, the subjects were reminded that their participation was strictly voluntary and that any part of the test need not be completed if they felt that it was an infringement on their personal privacy.

The subjects were then informed that the remainder of their instructions would be coming from a taped cassette recording to ensure accurate timing, at which point the cassette was turned on and remained on for the rest of the period.

Evaluation of Fear of Success in Sport

In this particular study a modification of a TAT, similar to Horner's, was used, substituting verbal cues for pictures. The reader is referred to Lindzey (1961) for a more detailed explanation of the projective technique. Six verbal cues were used to elicit the stories for the evaluation of fear of success in sport, appearing in either male or female form. The cues appeared in the booklets in various orders and for this reason the cues were not read aloud via the cassette or projected onto a screen. Each subject was responsible for reading each cue to herself without consultation or assistance from nearby friends. The seating in the room was not ordered as the subjects selected desks as they entered the test room.

According to Horner, verbal leads have been used quite successfully in previous work by well known researchers (Horner, 1968:38).

The six verbal cues used in this study are as follows:

Cue One

M Phil is looking up at the scoreboard.

F Mary is looking up at the scoreboard

Cue Two

M A young boy is talking about something important with his coach.

F A young girl is talking about something important with her coach.

Cue Three

M At the end of the school day, Dennis is going back to the gymnasium.

F At the end of the school day, Jane is going back to the gymnasium.

Cue Four

M Rob is standing on the skating rink with a smile on his face.

F Susan is standing on the skating rink with a smile on her face.

Cue Five

M Dave and the girl he has been dating for over a year have decided to have a bowling competition

between the two of them to decide who is the better bowler.

F Lisa and the boy she has been dating for over a year have decided to have a bowling competition between the two of them to decide who is the better bowler.

Cue Six

M After the first 3 games of tennis, Bill is in the lead, 2 games to one.

F After the first 3 games of tennis, Ellen is in the lead, 2 games to one.

In each of the six testing sessions, the subjects each received a booklet containing all six cues, of which three were female-oriented and three were male oriented. (See Appendix B for a sample booklet.) The cues appeared in random order and each cue was given an equal opportunity to appear an equal number of times.

The subjects were instructed by the tape-recorded instructions to read the instructions printed on the front page of the test booklet only, and then wait for the next command. When all had completed reading the instructions, which were the standard instructions given with TAT's, they were instructed to turn to the first cue and read it quietly to themselves without any consultation. After a period of 20 seconds had elapsed, the subjects were instructed to turn to the following page and commence writing a brief story.

The subjects were allowed four minutes to write each story, and they were advised to respond to the questions appearing at the top of the page if they were unable to think of anything to write about. At the three minute mark, the subjects were informed that there was one minute remaining and that they were to finish their stories. At the end of the four minute period, the subjects were asked to stop writing. Following this command was a 20 second break during which time no conversation was permitted. At the conclusion of the break period, the subjects were instructed to turn to the next cue and read it quietly for 20 seconds, etc. The procedure described above was repeated six times until all of the six cues had been responded to. The total test time was approximately 30-35 minutes.

Evaluation of Personal Information (Descriptive Data)

At the conclusion of the testing session, the cassette was turned off and the subjects were asked to complete the Personal Information Questionnaire appearing at the end of the booklet. A copy of this Questionnaire appears in Appendix C.

After all of the testing had been completed, the 882 stories were scored on the basis of their content using the scoring system which follows. After all of the stories had been scored by the author, an independent volunteer re-scored a group of 30 stories randomly selected for the purpose of

testing the reliability of the scoring. A reliability coefficient of .79 was noted. Although re-score reliability coefficients are usually quite high in studies of this nature, the relative inexperience of the author and independent scorer in scoring the stories may be the reason this coefficient is so low.

Scoring Technique

According to researchers in the field, there are several acceptable scoring methods used to evaluate imagery or fantasy-based responses such as those produced by story-telling tests. They are: 1) global judgment, 2) theme/word counting, 3) Dana's system, 4) "sign" identification and 5) the formal approach (Sechrest, 1968:590). A very brief explanation of these techniques appears in Appendix D.

Sechrest (1968) states that most scoring approaches are based on the frequency hypothesis, while others are based on an intensity, rare response, omitted response, or bizarre response hypothesis. In an effort to encourage the development of more accurate scoring methods, Sechrest posed the following question: "Would superior scoring be achieved if themes were scored for intensity as well as frequency" (Sechrest, 1968:591)? In response to Sechrest's proposal, a frequency-intensity approach to scoring was employed in this study.

The frequency approach is based on the assumption

that the more frequently a given response appears, the stronger the 'underlying' attitude. On the other hand, the intensity approach is based on the assumption that responses can be differentially weighted according to the strength or power of the response.

For example, in this study, following the first reading, an attempt was made to identify and categorize central and recurring themes. During the second reading, the number of words/situations linking fear, success, and anxiety over success were noted, thus completing the frequency analysis. At that point, the stories were scored on the basis of the intensity of the FOSS imagery. In stories where more than one theme could be identified, the story was scored on the basis of the most intense or predominant theme.

The themes constituting fear of success in sport were weighted as follows:

Score	Theme
10	A score of 10 was assigned to stories in which the individual in the story experienced negative consequences as a result of achieving success. For example, some of the consequences involved the loss of one's friends, potential as a marriage partner, date, etc.
8	A score of 8 was assigned to stories in which the individual in the story anticipated negative consequences if success was achieved. The individual in these stories often engaged in avoidance behaviour to prevent success.
6	A score of 6 was assigned to stories in which the individual in the story expressed a

conflict about success. For this individual success may represent a goal as well as a threat.

5 A score of 5 was assigned to stories in which the individual in the story denied the effort and/or the attainment of success, or felt guilty or embarrassed about achieving success.

4 A score of 4 was assigned to stories in which the individual in the story engaged in instrumental activity, other than avoidance, away from success, or left the situation, removed himself from the situation by describing himself as a spectator or score-keeper, chose to lose, ended the game in a tie, feigned an injury to prevent the outcome without intimating that negative consequences loomed over success.

3 A score of 3 was assigned to stories in which the individual in the story received an injury affecting or preventing the outcome of the situation described in the story. A score of 3 was also assigned to stories in which success was described in conjunction with hostility.

2 A score of 2 was assigned to stories which described situations in which no fear of success could be detected as it was defined in the study.

1 A score of 1 was assigned to stories which were inappropriate, bizarre, or incomplete as they were not included in the analysis of the data.

See Appendix E for sample stories.

Chapter III

Results and Discussion

The first portion of this chapter deals primarily with the presentation of the results yielded by a content analysis of the responses to the FOSS Cue Interpretation Test. The second portion contains the discussion of the results.

Subjects

A total of 147 subjects participated in this study producing a total of 882 stories. A distribution of the subjects in terms of age and grade, appears in Table I.

TABLE I

DISTRIBUTION OF SUBJECTS--
AGE BY GRADE

Age	Grade 6	7	8	9
12	2	7	2	
13		2	42	3
14			15	48
15			5	21

Analysis of the Data

The initial analysis of the scores was designed to determine the percentage of respondents who exhibited fear of success in sport as defined and scored in this study. Table II illustrates the frequency of the responses as they appeared in the different scoring categories, where a score of 10 is high FOSS and a score of 2 is low FOSS.

TABLE II

DISTRIBUTION OF RESPONSES BY SCORE

Cue	M/F	Score							
		10	8	6	5	4	3	2	1
1	M	1	2	0	0	23	5	31	12
	F	1	3	0	2	34	6	19	8
2	M	2	1	1	2	3	22	20	27
	F	1	4	4	0	8	16	17	19
3	M	1	1	0	0	3	9	29	28
	F	2	2	1	0	4	14	33	21
4	M	1	0	0	4	6	1	32	27
	F	2	1	1	6	5	4	31	26
5	M	23	19	0	3	15	1	11	4
	F	19	14	0	0	14	2	13	9
6	M	6	5	1	6	11	3	27	10
	F	7	6	2	6	18	2	33	5

The purpose behind these frequency calculations was to discover what percentage of the total sample population feared success in sport as defined and scored in this study. To arrive at this percentage, the total number of bizarre responses, as indicated in Table II, for each cue, was subtracted from the total number of responses for each cue. The reason for this was that the stories which received a score of 1 were either incomplete, bizarre or totally unrelated to the cue, and were therefore not included in the analysis. From this new total number of scored responses was subtracted the number of stories which received a score of 2 indicating no fear of success in sport, leaving us with the total number of stories which exhibit some form of FOSS. At this point, the percentage of respondents who feared success in sport was calculated based on the total number of scorable responses. Table III more clearly illustrates the exact mathematical operations performed to arrive at the percentage of the sample who feared success in sport.

The results of Tables II and III clearly show that fear of success in sport does exist as it is defined and scored in this study. As a result of this, it was necessary to determine if the subjects perceived any difference between a male and female in the same stimulus situation. In order to detect any difference, a one way analysis of variance was completed for each cue. The analysis showed that for this particular situation, no difference existed between the way

TABLE III

PERCENTAGE OF SCORED RESPONSES WHICH INDICATED FEAR OF SUCCESS IN SPORT

Cue	M/F	Total # of Responses	- Total # of Bizarre Responses	= # of FOSS Scored Responses	- # of No FOSS Responses	= FOSS Responses	= % of Scored Responses
1	M	74	12	62	31	31	50.0000
	F	73	8	65	19	46	70.7693
2	M	78	27	51	20	31	60.7844
	F	69	19	50	17	33	66.0000
3	M	71	28	43	29	24	32.5582
	F	77	21	56	33	23	41.0715
4	M	71	27	44	32	12	27.2782
	F	76	26	50	31	19	38.0000
5	M	76	4	72	11	61	84.7223
	F	71	9	62	13	49	79.0323
6	M	69	10	59	27	32	54.2373
	F	79	5	74	33	41	55.4054

in which the female subjects in this study perceived themselves or males in the same stimulus situation. The results of the analysis appear in Tables IV to IX.

As can be seen by examining Tables IV to IX, no difference was found at any level of significance. Tests for group of sample homogeneity were completed in conjunction with the analysis of variance and the results proved to be satisfactory indicating that all of the results were drawn from the same sample.

FOSS Sub-group

A further analysis of the data was then attempted in order to isolate fear of success in sport to a specific sub-group of the sample population. A one way analysis of variance was completed by selecting age and performance scores as the criteria. The results of this analysis appear in Tables X to XXI.

According to the information supplied in Tables X to XXI, fear of success in sport is not higher for any particular age group. There was no significant difference at any level of significance to indicate that a sub-group existed.

Finally, two "t"-tests were completed to determine if a significant difference existed between 1) the mean scores of Cues Five and Six and 2) the mean socres between subjects who have a strong sport background, and those who do not. The results of these analyses appears in the discussion.

TABLE IV

ANALYSIS OF VARIANCE--MALE VS FEMALE--CUE ONE

Source of Variance	df	Sum of Squares	Mean Squares	F
Between Groups	1	6.5642	6.5642	2.619
Within Groups	125	313.2942	2.5064	
Total	126	319.8584		

Mean	* M = 3.1452	* F = 3.6000
S.D.	M = 1.5770	F = 1.5890

*M - refers to male oriented cues

*F - refers to female oriented cues

TABLE V

ANALYSIS OF VARIANCE--MALE VS FEMALE--CUE TWO

Source of Variance	df	Sum of Squares	Mean Squares	F
Between Groups	1	8.5112	8.5112	2.137
Within Groups	99	394.3208	3.9830	
Total	100	402.8320		

Mean	M = 3.1538	F = 3.7347
S.D.	M = 1.7865	F = 2.1964

TABLE VI

ANALYSIS OF VARIANCE--MALE

VS FEMALE--CUE THREE

Source of Variance	df	Sum of Squares	Mean Square	F
Between Groups	1	2.8179	2.8179	0.920
Within Groups	96	293.8865	3.0613	
Total	97	296.7043		

Mean	M = 2.6591	F = 3.0000
S.D.	M = 1.5393	F = 1.9033

TABLE VII

ANALYSIS OF VARIANCE--MALE VS FEMALE--CUE FOUR

Source of Variance	df	Sum of Squares	Mean Squares	F
Between Groups	1	4.4568	4.4568	1.402
Within Groups	91	289.3716	3.1799	
Total	92	293.8284		

Mean	M = 2.7209	F = 3.1600
S.D.	M = 1.5326	F = 1.9729

TABLE VIII

ANALYSIS OF VARIANCE--MALE VS FEMALE--CUE FIVE

Source of Variance	df	Sum of Squares	Mean Squares	F
Between Groups	1	2.1563	2.1563	
Within Groups	131	1289.9453	9.9156	
Total	132	1301.1016		

Mean	M = 6.5833	F = 3.0662
S.D.	M = 6.3279	F = 3.2441

TABLE IX

ANALYSIS OF VARIANCE--MALE

VS FEMALE--CUE SIX

Source of Variance	df	Sum of Squares	Mean Squares	F
Between Groups	1	0.0112	0.0112	0.002
Within Groups	130	906.8000	6.9754	
Total	131	906.8113		

Mean	M = 4.1186	F = 4.1370
S.D.	M = 2.6787	F = 2.6104

TABLE X

ANALYSIS OF VARIANCE

CUE ONE - FEMALE

SCORE BY AGE

Source of Variance	df	Sum of Squares	Mean Squares	F
Between Groups	2	7.1814	7.1814	1.774
Within Groups	55	111.3015	2.0237	
Total	57	118.4829		

Age	Mean	S.D.
13	3.2500	1.0699
14	3.3462	1.3249
15	4.1667	2.0375

TABLE XI

ANALYSIS OF VARIANCE

CUE ONE - M & F

SCORE BY AGE

Source of Variance	df	Sum of Squares	Mean Squares	F
Between Groups	2	25.7539	12.8770	2.827
Within Groups	114	519.3232	4.555	
Total	116	545.0771		

Age	Mean	S.D.
13	2.8780	1.0049
14	3.6154	2.7593
15	4.1250	1.9850

TABLE XII

ANALYSIS OF VARIANCE

CUE TWO - FEMALE

SCORE BY AGE

Source of Variance	df	Sum of Squares	Mean Squares	F
Between Groups	2	7.7151	3.8575	0.754
Within Groups	43	220.1113	5.1189	
Total	45	227.8264		

Age	Mean	S.D.
13	3.778	2.3151
14	4.0000	2.3591
15	2.5000	2.5774

TABLE XIII

ANALYSIS OF VARIANCE

CUE TWO - M & F

SCORE BY AGE

Source of Variance	df	Sum of Squares	Mean Squares	F
Between Groups	2	24.8411	12.4205	0.684
Within Groups	91	1651.7127	18.1507	
Total	93	1676.5537		

Age	Mean	S.D.
13	3.5667	1.9061
14	4.2766	5.6902
15	2.9412	1.8865

TABLE XIV

ANALYSIS OF VARIANCE

CUE THREE - FEMALE

SCORE BY AGE

Source of Variance	df	Sum of Squares	Mean Squares	F
Between Groups	2	1.6929	0.8464	0.208
Within Groups	46	187.1235	4.0679	
Total	48	188.8164		

Age	Mean	S.D.
13	2.8571	1.8337
14	3.2500	2.1919
15	2.9091	1.8141

TABLE XV

ANALYSIS OF VARIANCE

CUE THREE - M & F

SCORE BY AGE

Source of Variance	df	Sum of Squares	Mean Squares	F
Between Groups	2	2.3965	1.1982	0.182
Within Groups	88	578.9004	6.5784	
Total	90	581.2969		

Age	Mean	S.D.
13	3.1000	2.1066
14	3.2000	3.0645
15	2.7500	1.5706

TABLE XVI

ANALYSIS OF VARIANCE

CUE FOUR - FEMALE

SCORE BY AGE

Source of Variance	df	Sum of Squares	Mean Squares	F
Between Groups	2	1.4983	0.7491	0.178
Within Groups	44	184.9275	4.2029	
Total	46	186.4258		

Age	Mean	S.D.
13	3.0000	2.0656
14	3.3000	1.7199
15	3.4545	2.5442

TABLE XVII

ANALYSIS OF VARIANCE

CUE FOUR - M & F

SCORE BY AGE

Source of Variance	df	Sum of Squares	Mean Squares	F
Between Groups	2	4.1802	2.0901	0.540
Within Groups	86	333.1008	3.873	
Total	88	337.2810		

Age	Mean	S.D.
13	2.8125	1.6547
14	3.1892	1.8832
15	3.500	2.5189

TABLE XVIII

ANALYSIS OF VARIANCE

CUE FIVE - FEMALE

SCORE BY AGE

Source of Variance	df	Sum of Squares	Mean Squares	F
Between Groups	2	11.7405	5.8702	0.543
Within Groups	54	583.7336	10.8099	
Total	56	595.4741		

Age	Mean	S.D.
13	5.667	3.5684
14	6.3333	3.1198
15	6.8000	3.0984

TABLE XIX

ANALYSIS OF VARIANCE

CUE FIVE - M & F

SCORE BY AGE

Source of Variance	df	Sum of Squares	Mean Squares	F
Between Groups	2	0.1250	0.0625	0.006
Within Groups	121	1233.9648	10.1981	
Total	123	1234.0898		

Age	Mean	S.D.
13	6.3256	3.3074
14	6.3818	3.1299
15	6.3077	3.1339

TABLE XX

ANALYSIS OF VARIANCE

CUE SIX - FEMALE

SCORE BY AGE

Source of Variance	df	Sum of Squares	Mean Squares	F
Between Groups	2	34.5239	17.2620	2.628
Within Groups	64	420.3418	6.5678	
Total	66	454.8657		

Age	Mean	S.D.
13	3.2174	2.1523
14	4.1071	2.4089
15	5.1250	3.2828

TABLE XXI

ANALYSIS OF VARIANCE

CUE SIX - M & F

SCORE BY AGE

Source of Variance	df	Sum of Sqpares	Mean Squares	F
Between Groups	2	24.1445	12.0723	0.687
Within Groups	120	2108.1160	17.5676	
Total	122	3132.2605		

Age	Mean	S.D.
13	3.7209	2.5850
14	4.5370	5.4417
15	4.8077	3.2127

Discussion and Interpretation of Results

In the light of the results reported in the first section of this chapter, it seems logical to begin this section with a discussion of the results in terms of the six hypotheses stated in Chapter I.

As the reader may recall, the first hypothesis, H_1, dealt with the actual existence of fear of success in sport. A thorough examination of the data collected has shown that fear of success in sport is experienced by the sample population of this study as it is defined in this study.

In reviewing the values stated in Table III, it would appear that some cues, whether due to the nature of the cues themselves or whatever, have the power to "pull-out" fear of success in sport much more strongly than others. In using this particular type of testing technique, the researcher must always be alert to the possibility that the content of the stories may reflect the very content of the cue and may have biased the results. "Clearly, then, the user of the projective tests must be careful that his choice of stimuli does not bias his findings in such a way as to make them uninterpretable " (Sechrest, 1968, p. 589). In this study, it would appear that this is partially true when the percentages of the sample who do fear success in sport are compared for each cue. For example, the researcher can positively or negatively bias results. He can structure the content of the cues so that he gets the results he wants or

on the other hand, he can make the cues so neutral or obscure, that the stories are graded as bizarre or inappropriate and cannot be accurately scored.

In Table III, the number of bizarre stories are reported for each cue. By noting the number of such stories, the researcher can speculate on the discriminatory power of each cue. For example, Cue Five M shows that of a total of 76 stories, only 4 were incomplete, bizarre, or inappropriate. However, Cue Three M shows 28 out of a total of 71 as bizarre, etc. It is therefore necessary to examine results such as those reported in Table III in the light of the possibility of bias and the ability of each cue to elicit specific responses.

The second hypothesis, H_2, concerned a possible difference in perception of fear of success in sport for the opposite sex in the same stimulus situation. As was reported in Tables IV to IX, there was no significant difference, at the .05 level of significance, between the way in which the adolescent girls in this study perceived themselves and the way in which they perceived males in the same stimulus situation.

This finding supports similar results reported by Weisskopf in 1950.

> In the original development of the TAT, dual forms for males and females were provided, but evidence has shown that females respond just as well to the male as to the female series and probably the opposite is true (Sechrest, 1968, p. 589).

The third hypothesis tested, H_3, suggested that females will exhibit fear of success in sport when the cue indicates that the competitor is male. This hypothesis was most definitely supported as a significant difference at the .01 level of significance was found between the scores for Cue Five and Cue Six. The two cues differed slightly in that the identity of the competitor or opponent in Cue Five was known to be of the opposite sex, whereas the identity of the competitor in Cue Six was unknown.

The fourth hypothesis, H_4, suggested that the subjects will perceive less or lower fear of success for all of the male-oriented cues. In view of the findings regarding H_2, this hypothesis must be rejected. No significant difference was found at the .05 level of significance between the way in which the subjects in this study perceived males and females in the same stimulus situation. On occasion, the mean score for the male-oriented cue, was in fact higher than the mean score for the female-oriented version of the same cue.

The fifth hypothesis, H_5, was a little bit more difficult to test as the results hinged on the ability of the subject's to report their involvement in sport accurately. Of the total of 147 subjects, 87 reported a strong sport background while 60 reported a weak sport background. Even though the subjects with the strongest sport background had the highest mean score, the difference between the means was

not significant making it necessary to reject the hypothesis.

Finally, the sixth hypothesis, H_6, proposed that fear of success in sport would be highest among the oldest subjects. Of the 26, 15 year olds who took part in the study, the two highest mean scores belonged to this age group, with scores of 6.16 and 6.50 for the six cues. However, it is necessary to reject this hypothesis based on the fact that there was no significant difference at the .05 level of significance between the scores at any age level for any of the cues, eventhough the mean score for the 15 year olds appears to be consistently higher.

Chapter IV

Summary and Conclusions

This study was designed primarily to establish whether or not the fear of success as defined by the author, was operative in a sport-success related situation.

It was proposed that the fear of success was a psychological stressor which inhibits or alters athletic performance. When this fear was aroused as can be seen in some of the sample stories in Appendix E, it most definitely appears to have a detrimental effect on athletic performance. As was suggested, fear of success is expressed because athletic success represents a threat or conflict to many females. Success in sport is incongruent with the traditional female role. Rather than face the negative consequences anticipated by many of the subjects who expressed fear of success, the subjects altered the performance of their pseudo-lead-characters to prevent success.

Clearly, further research on this topic is essential both from an experimental and treatment-oriented approach. The construction and validation of a reliable measuring instrument should have first priority. Although fear of success in sport was found to exist in this study, it could very well have been a function of the cues used to elicit the responses.

Recommendations for Future Research

In reviewing the methodology and procedures used in this study, the author would like to recommend some changes which might assist future researchers.

1. The instructions which are standard for TAT's and which appeared on the front page of the booklets, Appendix B, were much too advanced for the age group used in this study. Therefore, it would reduce the initial confusion for the subjects if the instructions could be simplified to a slight degree.

2. It might be useful to repeat this study using the traditional TAT approach to determine if pictures elicit better responses than verbal cues.

3. It would be interesting to compare FOSS to the scores for achievement motivation and affiliative motivation to determine if there is any relationship between these three variables.

4. In dealing with younger samples, it might be advantageous to reduce the number of stories required from six to four to reduce boredom and repetition of responses.

5. It would also be worthwhile to experiment with Scott's technique, pairing neutral and potent cues in the same test.

6. It might be advantageous to use cues which are more conclusive, which require the subject to tell the outcome of the event. For example, change 'Mary is looking up at

the scoreboard' to 'Mary has just won her first race.' If it is fear of success that is being tested, it may be found in sport-success related situations.

7. In addition to, or in place of a TAT, construct and employ an inventory such as Pappo did in 1972, describing sport-success related situations.

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APPENDIX A

CO-OPERATING SCHOOLS

Crestwood Elementary-Junior High School
9735 144 Street 452-4525

H.A. Gray Elementary-Junior High School
12140 103 Street 477-3926

McCauley Elementary-Junior High School
9538 107 Avenue 422-4362

McDougall Elementary-Junior High School
10930 107 Street 425-9165

McKernan Elementary-Junior High School
11330 76 Avenue 435-4163

Ottewell Junior High School
9435 73 Street 465-1451

COOPERATIVE ACTIVITIES PROGRAM

1. Nature of Activity (Check One)

Student Teaching Internship _____ Demonstration/Experimentation _____

Special Practicum _____ Research *****

2. Organization to be Involved

Edmonton Public School System ***** County of Strathcona _____

Edmonton Separate School System _____ St. Albert Protestant/Separate

N.A.I.T. _____ School System _____

U. of A. Faculty of _____ Other _____

3. Requestor (staff member)

Name Dr. M. Ann Hall Position Ass't Professor Date February 13, 1975

Request made on behalf of Janice Syrotuik, Graduate Student

4. Description of Activity - Include title, objectives, procedure, evaluation, techniques, etc.

Do Adolescent Girls Fear Success in Sport?

Please find enclosed a detailed introduction describing the purpose, methodology, and procedures to be used in this study.

The following Junior High Schools have been randomly selected for participation in this study:

Crestwood Elementary-Junior High school

H. A. Gray Elementary -Junior High School

McDougall Elementary-Junior High School

Ottewell Junior High School

McKernan Elementary-Junior High School

McCauley Elementary-Junior High School

*A total of 150 subjects will be needed between the ages of 12-14 and all subjects must be female. It appears that one girls' Health or P. E. class from each participating school will be sufficient.

5. Anticipated value to requestor

The completion of this research study will fulfill the requirements for the student's Master's thesis.

6. Anticipated value to cooperating organization

The results of this study may possibly shed some light on the conflict experienced by adolescent girls which has led many to dropout of sport. This may eventually result in changes in the physical education programme offered to adolescent girls.

7. Estimate of cost (see renumeration guidelines)

There will be no cost involved for the co-operating organization or schools.

8. Suggested personnel, schools and times

Schools are listed under Item #4

The week of Feb. 24-Mar. 1 is the most suitable. At a time convenient to the teacher and school involved.

*Alternate time, the week of Mar. 3-7th.

For Office Use Only

Approved by _____ Division of Field Experiences Date _____

Approved by _____ Date _____

Subject to the following conditions:

(a) A report of the results of findings of this project is required by the cooperating school system (Check One) yes ☐ no ☐

(b) Other

APPENDIX B

Subject No. _____

FOSS CUE INTERPRETATIONS

Instructions to Subjects

********PLEASE DO NOT PUT YOUR NAME ANYWHERE IN THIS BOOKLET. THANK YOU.

You are going to see a series of verbal leads or cues and I would like you to tell a story that is suggested to you by each one. Try to imagine what is going on in each. Then tell what the situation is, what led up to the situation, what the people are thinking and feeling and what they will do. In other words, write as complete a story as you can, a story with plot and characters. You will have twenty (20) seconds to look at each verbal cue and then four (4) minutes to write your story about it. Write your first impressions and work rapidly. I will keep time and tell you when it is time to finish your story and to get ready for the next cue. Please do not go on to the next cue until you are told to do so. Remember there are no right or wrong answers or kinds of stories, so please feel free to write whatever story is suggested to you when you look at a cue. Spelling, punctuation and grammar are not important. What is important is to write out as fully and as quickly as possible the story that comes into your mind as you imagine what is going on in each cue. Please wait for further instructions before turning to the first cue. Thank you.

Phil is looking up at the scoreboard.

OR

Mary is looking up at the scoreboard.

Subject No. _____

*****CONSIDER THE FOLLOWING QUESTIONS AS YOU WRITE YOUR STORY:

1) What is happening? Who are the persons?

2) What has led up to this situation? That is, what has happened in the past?

3) What is being thought? What is wanted? By whom?

4) What will happen? What will be done?

A young boy is talking about something important with his coach.

OR

A young girl is talking about something important with her coach.

At the end of the school day, Dennis is going back to the gymnasium.

OR

At the end of the school day, Jane is going back to the gymnasium.

Rob is standing on the skating rink with a smile on his face.

OR

Susan is standing on the skating rink with a smile on her face.

Dave and the girl he has been dating for over a year have decided to have a competition between the two of them to decide who is the better bowler.

OR

Lisa and the boy she has been dating for over a year have decided to have a competition between the two of them to decide who is the better bowler.

After the first three games of tennis, Bill is in the lead, two games to one.

OR

After the first three games of tennis, Ellen is in the lead two games to one.

APPENDIX C

Subject No. ____

PERSONAL INFORMATION QUESTIONNAIRE

**PLEASE DO NOT PUT YOUR NAME ON THE QUESTIONNAIRE. THANK YOU.

1. Age _____ 2. Grade _____

3. Have you ever participated in a sport outside of your Physical Education class? Yes _____ OR No _____

4. If your answer to #3 was yes, please indicate in which sports you have participated with a check.

   If your answer to #3 was no, please go to question #12.

Archery_____	Field Hockey_____	Soccer_____
Badminton_____	Figure Skating_____	Speed Skating ____
Baseball_____	Golf_____	Speed Swim_____
Basketball_____	Gymnastics_____	Squash_____
Bowling_____	Handball_____	Synch. Swim_____
Canoeing_____	Hiking_____	Tennis_____
Croquet_____	Horseback Riding__	Track & Field____
Curling_____	Ice Hockey	Volleyball_____
Dance_____	Racquetball_____	Water Skiing_____
Diving_____	Skiing_____	Other_____
Fencing_____	Skin & Scuba_____	

5. Do you compete in sports? Yes _____ or No _____

6. What is your favourite sport in which to participate?
   _____

7. What is your favourite sport to watch? _____

8. How did you become involved in sport? Explain as carefully as possible. _____
   _____
   _____

9. Do any other members of your family participate in sport? If yes, please name the sport. eg. Father - curling
   _____
   _____
   _____

10. What is your mother's opinion regarding your participation in sport? _____
    _____
    _____

11. Are you still actively participating in sport? Yes ____ or No _____.

12. If you have never participated in sport outside your Physical Education class, or you have stopped participating in sport, what do you feel is the reason for this?

_____

_____

_____

_____

_____

THANK YOU VERY MUCH FOR YOUR CO-OPERATION. IT HAS BEEN GREATLY APPRECIATED. PLEASE RETURN YOUR BOOKLET AS SOON AS YOU HAVE COMPLETED THE PERSONAL INFORMATION QUESTIONNAIRE.

APPENDIX D

ALTERNATIVE SCORING TECHNIQUES*

1) Global Judgment

   a) Global matching--a judge pairs a response or set of responses to some predetermined material.

   b) Global judging--an expert evaluates the stories or individual protocols and may infer whatever he wishes.

2) Theme/Word Counting

   a) Theme--basic themes are identified and listed. For example, achievement motivation, affiliation, etc.

   b) Word--words related to the disposition being tested are counted.

3) Dana's System

   a) Perceptual organization--the subject's ability to follow the directions, "to tell a story."

   b) Perceptual personalization--was the story coherent, organized--were there words and phrases out of context?

   c) Perceptual range--deviations from normally anticipated content.

4) "Sign" Identification

a) "Sign"--scorer looks for (signs) words which are of particular importance to him. (Similar to theme/word count.)

5) Formal Approach

a) Stories are scored according to grammar and syntax.

*Sechrest, 1968.

APPENDIX E

APPENDIX E

Sample Stories

The following stories were selected to represent examples of the most frequently recurring FOSS themes for each of the six cues.

Cue One - Male

Phil is looking up at the scoreboard.

Example #1 "Phil is looking up at the scoreboard. There's only 1 minutes lifet in the basketball game, and the score is eight all. Impatiantly he gets ready for a pass the ball seems to be everywhere but near the opponites basket. Poor Phil goes in for a shot, when hit hard from behind. He was hit by Jack one of the guards. When Jack awoke he was in the hospital."

Example #2 "Phil is looking up at the scoreboard. He knows his team got some more points. Put looking at the board he discovers that they are not all up on the board. what should he do they could loose because of the mistake. Should he tell them now. Phil decided to tell them now and save a possible lose

Example #2 which would pull them back out of first place."

Example #3 "At the basketball game Phil had to look up at the scoreboard to see what the score was. The was Vancouver 20 and St. Paul 10. He was wishing that St. Paul would win, but the game was over and he looked at the scoreboard and they lost the game. It was still the same 20 to 10."

Example #4 "Phil was watching a basketball game. Suddenly he looked up at the scoreboard and realized his team was losing. He wasn't allowed to play basketball for 2 weeks (doctors orders), but the coach then said 'Phil we need you get out and start playing.' Rather shocked Phil hobbled on to the court and just before the game ended made the winning basket. He was a hero. There was one problem though. He would never again be able to play basketball. Not even for fun. He had munged his leg for good. That's the price for being a star."

Cue One - Female

Mary is looking up at the scoreboard.

Example #1 "Mary is playing a game at 2:00 o'clock today and she was exicted who she was going to play. So

Example #1 she went up there to the school early. When the game was over she ran over and said to Mom take they had won - after talking to her mother she went and talked to the coach about the game and how she liked playing sports. So after talking about sports she told him what she was going to do about her problem get married or be in sports."

Example #2 "Mary is looking up at the scoreboard. Tonight was the finals in basketball for Mary's high school. You see, Mary was a cheerleader so of course all the cheerleaders would be there to be cheering the boys on. The boys team were losing by one point in the final minute of regulation time. The opposing team just went up for a basket but missed now, they had a chance. They went up for a basket but missed just as the bell rang."

Example #3 "There was only a minute left to play and the score stood at 12 to 11 for the opposing team. It was the last game of the season and the championship if Riverview one. Somehow Mary had to have that championship. Without it the whole seasons hard practice would mean nothing. As Mary turned the buzzer rang. They had lost."

Example #4 "36 to 15! thought Mary disgustedly. She had tried so hard with Coach Smith hanging down her neck and getting her to play her best. The other guys just didn't care. The bell rang for the last quarter to begin. Mary ran onto the basketball court and took her position at centre. The referee blew the whistle. All of a sudden Mary panicked and had to leave the game."

Cue Two - Male

A young boy is talking about something important with his coach.

Example #1 "Being the school basketball star isn't fun and games as most people believe. It requires a lot of training. After and before shcool you go down to the gum to work out. You run a couple of laps for a while, do a couple of sit-ups, and then practise shooting. You do lay-ups, free-throws and regular shoots from offensive side of court. Then you do a few passing and shooting drills with the rest of the team. Then the coach reviews some plays and rules and then a free time. And most people call that fun."

Example #2 "So you see, I just don't think I have time to stay on the team--my mothers' getting after me

Example #2 about my homework and I have piano lessons"" said Bobby to his basketball coach one day. "But I need you--eventhough you're young your're our best player. How about letting me taking with your mother and maybe we can work something out?" "O.K." said Bobby a little warily. "Good luck!"

Example #3 "Tommy is taking to his coach and thinking that it is the end of the world. He knew that he had sprained his ankle on Friday but that still didn't mean he had quit the team. He pleaded and begged his coach to let him stay on the team. After all the hassle it ended with a sorry Tommy, but I just can't risk you falling in the middle of a important game. Tommy was very sorry."

Example #4 "The youngs boys name is Tommy Jones his coaches name is Fred Barnabelle. Tommy belongs to a track club. Tommy is having trouble with his high jumps. He has hurt himself in the past when he fell badly. The coach says that he would not be able to jump for another two weeks. But in the meantime he is doing exercises the help hem become better. As soon as he is is shape he will be able to jump again."

Cue Two - Female

A young girl is talking about something important with her coach.

Example #1 "Elaine has to ask a very important question with her coach after the game. She had scored the last couple minutes and they won 10 to nothing. Then after the game she had asked her coach was I suppose to score the last couple minutes, because I wasn't sure if I was suppose to or not, but I did. Is that alright? The coach said "yes of course indeed."

Example #2 "A girl is explaining to her coach that she can not go on playing because she has torn some ligiments in her knee. The team looses the game because she is the best player on it after the game she is taken to the hospital and finds out that ther is nothing wrong with her."

Example #3 "A young girl talk about her important point. She is sorry that she made a mistake even though she won. She is not happy. Now she has to go to the playoffs."

Example #4 "A young girl is talking bout something important to her coach. Glenda is having difficulty with

Example #4 her health and hasn't been making it to her volley-ball games. "Glenda," said the coach, "I think that if your health isn't all that good that you should just forget about coming. I don't want anything serous happening to you." "I'm sorry" Glenda went home hurt and sorry she was not in better health."

Cue Three - Male

At the end of the school day, Dennis is going back to the gymnasium.

Example #1 "Dennis could be seen every day, going to the gym after school. He practically lived there. All he did was practice, practice, practice. Nothing else mattered. His grades dropped, but so what? He wasn't going to be a brain surgeon. He was going to be a gymnast. He practised for the big competition coming up and when it finnaly came he was ready. He was also ready for the aplause and the makrs he recieved. He deserved it and he knew it. That was the trouble with Dennis, he sure didn't have many friends."

Example #2 "Dennis loved basketball but wasn't good enough to play for the team. After school Dennis went to the guym to practice a bit. He really wanted

Example #2 to get on the team bad. Just then the coach walked in and watched Dennis practice. He told Dennis he was improving and would be able to be on the team if he kept on practising so every day after school he went to the gym to practice. a week later Dennis was the second best player on his team."

Example #3 "Dennis is going to the gym because he has to practise up for the gymnastics test. He has to do an amout of work on 4 picies of equipiment. And he is going to use the mats, horse, tramp, and the ropes. The test is the next day and he wants to get good marks."

Example #4 "Dennis was going to the gym because there was going to be a big basketball game. He wasn't on the team because the coach didn't think he could play. In the middle of the game a player got hert. So Dennis asked if he could take the other players place. It turned out that Dennis was the best player on the team. They won the game 29 to 15 and the injured player never spoke to to Dennis again."

Cue Three - Female

At the end of the school day, Jane is going back to the gymnasium.

Example #1 "How could she explain to her mother that she didn't want to go into the guym nastic compition. One of her best friends was in it as was not a good sport. If Rachel one then this could certainly affect their friendship. There was only one thing to do and that was not show up. If she did then they'd make her go on and she knew she really was much better than Rachel. But this ment that if she didn't win she'd never get to the big match and this was her one chance. She dicided friendship ment more and never went. Jane said she had a cold."

Example #2 "The bell had just rung, so Jane made her way to the gymnasium. She wanted to get some more practice in on the beam. She was to be in a school competition and she wanted to win. Her routine was difficult and she figgured she could do it. She made her way onto the beam first a simple mount, a jump cartwheel and then it happened during he somersault just a simple fall but a broken leg for Jane."

Example #3 "Jane is going back to the gymnasium because she

Example #3 has a volleyball practice. Jane meets the rest of the team in the locker room changing. She and the rest of the team have a big game tomorrow and they have to practice. The gym teacher thinks that they need a lot of practice to play this game because they must win the championships they won there game and are in the finals."

Example #4 "The school bell rang, it was the end of the day. Jane wanted to go back to the gymnasium to practise gymnastics. She liked best on the trumpline. When she got on there she jumped high up in the air and making many stunts. Then she went to the parallel bars. She fell off and lay there uncautions. She was then found by a janiotor who was sweeping the stage. She was brought to hospital."

Cue Four - Male

Rob is standing on the skating rink with a smile on his face.

Example #1 "He had just jumped 14 barrells. He was tha best barell jumper around and he had gone all over the place in compititian. Everyone liked him and he liked everyone, but lately since he had won that last gold metal he felt he was to good for us so now he chums around with all those snobs."

Example #2 "At the beginning of the game Rob though they wouldn't stand a chance. Now he had nore confidence. The score was 3 to 2 for the other team but he knew, by the way they were playing that they could catch up. 5 minutes left to play and the team was just about to fall apart. Rob was the only optomist. The puck was dropped. It was passed to Mike. He skated as fast as he could down the rink. He looked up. He was surrounded by opponents. He didn't know what to do. The only one he saw was Rob and he was the lousiest player on the team but he passed it to him anyway. They got a goal."

Example #3 "Rob looked up and saw Susan his girlfirend in the stands. He smiled because his team was winning and only because of him. He had scored 3 goals for his team and assisted 2. The coach was praising him. He was very proud. He played center. Suddenly Rob came out of his daydream just as the other team scored a few more goals."

Example #4 "Rob had just finished his solo and had got pretty good marks. He was in the Championship skating finals. He was getting a standing ovation and

Example #4 everybody was making a lot of noise. Rob was sure to win now. But there was his brother. He didn't know if his brother was a better skater than him. But he was sure to come in first or second."

Cue Four - Female

Susan is standing on the skating rink with a smile on her face.

Example #1 "I hate that Susan." yeah she probably think if she stands around there someone going to ask her to skat--fat chance. I know but she thinks she is so great and pretty" yeah, I think she stinks. So what if shes a good skater."

Example #2 "Susan was to be entering her first skating competition. She was extremely nevous and especially worried about her sprained anke. Susan had worked very hard for the past month and she wasn't about to miss the finals. Her coach pleaded not to go in it but she was sure she could make it. She rapped it several times in a bandage and was away. She did her routine perfectly."

Example #3 "Susan was taking figure skating lessons and her teacher thought Susan was good enough to be entered

Example #3 into competition. Susan trained so hard for that competition she hardly came home except to eat on the day of the competition Susan met some of her opponents and saw them skating. Boy they looked good Susan thought to herself. Susan skated and to her suprise wound up in second after the first skate."

Example #4 "Susan was standing on the skating rink watching her boyfriend Kevin playing hockey. Keven was a really good hockey player but Susan was always afraid he might get hurt."

Cue Five - Male

Dave and the girl he has been dating for over a year have decided to have a competition between the two of them to decide who is the better bowler.

Example #1 " Dave and Susan both of them bowlers and enjoy it have been dating for a year with no problems at all but all of a sudden dave had to open his mouth and start and arument about who it the better bowler. Susan doesn't want to have this competition because she says it will probably break them up . . . "

Example #2 "Dave and his girlfriend are going to have a

Example #2 compitition in bowling. They just want to see which one is better for the fun of it. Dave thinks that he is going to win, but he doesn't After it's over he is mad at his girlfriend, but the next time she is going to let him win."

Example #3 "Dave said he could bowl better than his girfriend when this got around to her she was mad and challenged dave. Saturday was the day. Sally daves girlfriend) started first she had a strike then dave went he had got a spare. Each had 12 turns and at the end the score was totalled and Sally had won. She ended by saying "girls are better than guys anyways" This made dave mad and he droped Sally."

Example #4 "After school Dave and Delilah walked over the town bowling alley, they were both expert bowler and had been in several competitions each. Dave went first and made a strike, Delilah went next and made a strike also, Dave went again and made another strike, strike after strike the game went on until Dave got perplexed and would have no more. He promply dropped a bowling ball on Delilah foot and ended the game."

Cue Five - Female

Lisa and the boy she has been dating for over a year have decided to have a competition between the two of them to decide who is the better bowler.

Example #1 "Lisa and John had been going together for quite some time. Lisa wanted to keep it that way but John insisted they compete. Lisa knew she was a better bowler than John but if she won he would be hurt. Lisa didn't want to him in any way but decided it would be best if she lost, even on purpose. John meant more to her than winning a bowling game."

Example #2 "Lisa and her boyfriend have decided to see who is better in bowling so they went to a bowling alley. They bowled one game and Lisa won, the second game was one by her boyfriend so they decided to see who was the champion. They began the third game and Lisa accidently drops the bowling ball on her foot so she ended up in the hospital. That was the end of her bowling challenge and they didn't even know who was the champion."

Example #3 "Lisa saids that she is the best bowler in the world. Jin her boy friend saids that she's a

Example #3 terrible bowler. So both of them decided to see who was better. The score was 57 to 89. Lisa was mad. Jim of course was the winner. She said that Jim had cheated. At the end Jim telll's Lisa off. Saying that she is selfish and likes to be the greatest. Which she isn't. Jim hates her for that remark of him cheating. Lisa has a bad temper and mean looks she is not very pretty. she ugly. saids Jim."

Example #4 "Lisa and boyfriend is name Terry are having that bowling comp on Sat. They are both very excited. But have promised to be a good sport. They have never got into a bad sport like argument. Lisa hopes the never do! They just mit get into a bad argument because Terry get jealous fast so Lisa will let Terry win!."

Cue Six - Male

After the first three games of tennis, Bill is in the lead, two games to one.

Example #1 "After the first three games of tennis Bill is in the lead two games to one. Bill doesn't know if he should play anymore because he was playing the school champ. The school champ was loosing which didn't make Bill feel very good

Example #1 since he had just come to the school a few weeks before the tournement. If Bill won would all the people in school dislike him, or should he show up the champ. Bill decides to play his best and win or loose he will try to make friends."

Example #2 "Billy is very excited about winning 2-3 games with a very good tennis player named Carol Vicky. Because Carol had never lost a game once. Billy can't understand why she lost this game eventhough he wanted to win. Now Billy will get a medal. He just mite give it to Carol."

Example #3 "Bill was winning games to one but his friend soon tied up with him. The Bill thought he would never win but it would end up a tie. Fortunately, on the last game bill won by a very narrow score. Bill couldn't believe it that he won. Now Bill can go home happy."

Example #4 "Two people are playing tennis, Bill and Nick. They've played three games and Bill leads 2 games to 1 their on their final game but their both good friends and bill doesn't want nick to feel bad so he plays it real cool and ends the game with a tie 2 games each. After the game

Example #4 nick goes up to bill and says he knows bill could of won and that he let him win and he told him that he gave the game to him."

Cue Six - Female

After the first three games of tennis, Ellen is in the lead, two games to one.

Example #1 "Ellen had one more game to win and she will have one the trophy for Alberta Tennis Championships. Her oponite started the game Ellen hit the ball back to her and had felt her ankle, crack, she fell suddenly, looking down at her ankle she saw it swell three times the normal size. Her coach came running out with a doctor. Ellen was not able to play tennis as well as she did ever again."

Example #2 "Ellen had worked har to get where she was and she had said to her self many times "once I'm hear I'm going all the way" Ellen had to win one more to win the match. The girl she was playing with wasn't as hard as Ellan and she was always smiling Ellan rarely did that. Ellan won and she went on wining but she got harder and more cold."

Example #3 "Ellen is what you might call a far-out and grovey

Example #3 tennis player. She can play tennis with anyone and still win them. Everyone she plays gets mad at Ellen because Ellen always wins. The other kids are poor sports. If they would practice as much as Ellen, the might overcome that thing of loosing all the time. It took Ellen many years of practice to be the great tennis player she is today."

Example #4 "Ellen had finally got a date with Frank. And they had decided to go play tennis. She had heard that he was a poor sport but now she was 2 games ahead of him. She was tring to figure out weather to let him win so hse could date him again or win her self. She decided that she would miss a few times to see what he did. He seem to be happier. Ellen made a come back. She didn't want to date a poor sport."